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ABSTRACT

This module is designed to provide practice in observing the verbal interaction in a group and to provide an opportunity to participate in a discussion group and receive feedback. Specific activities include the formation of a group of 16-20 people and participation in three exercises; the fishbowl, the fishbowl and reversed roles, and group discussion. Each activity emphasizes the verbal interactions taking place in groups. (MJM)

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Competency-Based Teacher Education

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TEACHER CORPS
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ITEM NO. 331
FOR INSPECTION ONLY

AFFECTIVE

14.0

VERBAL INTERACTION

Compiled by:

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AFFECTIVE 14

I. IDENTIFIERS:

A. Module Name:

Verbal Interaction

B. Compiled by:

1. G. Robert Ward
2. Sherry B. Borgers

C. Area:

Affective

D. Number:

14

II. PROSPECTUS:

A. Rationale:

Communication patterns are of great importance in the classroom. If a teacher is to be most effective, he must be aware of the patterns of communication.

B. Purpose:

This module is designed to provide practice in observing the verbal interaction in a group and to provide an opportunity to participate in a discussion group and receive feedback.

C. Overview of Module:

1. Form a group of 16-20 people; contact the instructor and set a time for a two hour seminar.
2. Wear a name tag to the seminar.
3. Attend the seminar and participate in the activities.

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a. The fishbowl,

b. The fishbowl with reversed roles, and

c. The sharing.

D. Terminal Objective:

The terminal objective is exploratory in nature. Upon completion of this module you will have observed a group and diagrammed the pattern of verbal interaction. Also you will have participated in a discussion group and received feedback about your verbal interaction.

E. How to Complete Module:

Form a group, attend the seminar, and follow the directions given by the instructor.

III. PREREQUISITES:

Affective 13

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

These activities provide an opportunity for you to improve your skill in observing the pattern of verbal interaction in a group. The more of yourself you are willing to invest, the more you will gain from these activities.

If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

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B. Specific Activities:

14.1 Form a group of 16-20 people; contact the instructor and set a time for a two hour seminar.

14.2 Wear a name tag to the seminar; it should be large enough so that other group members can easily see your name.

14.3 Attend the seminar and participate in the activities:

a. The Fishbowl:

Form two subgroups of 8-10 people. The inner group will be the discussion group. For ten minutes they are to discuss the following topic: I have reasons for acting the way I do. As the inner group discusses, each member of this group should focus on his own behavior rather than on the behavior of others.

The outer group will be the group of observers. The observers will focus on the verbal interaction among members of the inner circle. If you are an observer, draw a circle and write the names of the discussion group members around it. Each time a person speaks draw an arrow from his name to the name of the one to whom he is speaking. If a statement is made to the group in general, draw an arrow to the center of the circle. Your completed diagram may look something like this.

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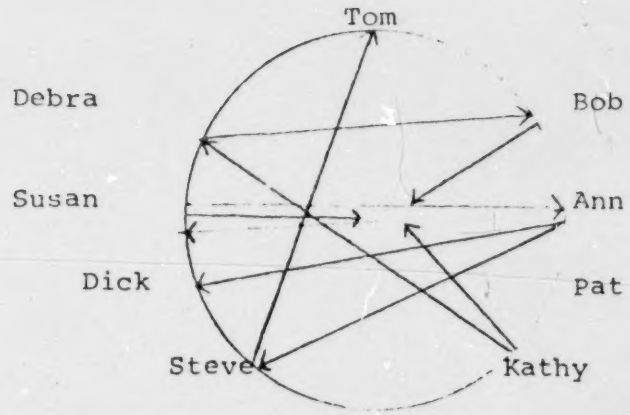

When you have completed your diagram, you will be able to see the pattern of verbal interaction. You should be able to determine who speaks the most, who says nothing, to whom the most comments are made, and so forth.

After the discussion is finished, the observers should take ten minutes to compile their observations so that they have one diagram to present to the discussion group. After this diagram is completed, it should be put on a table so that the entire group can see and discuss the pattern of verbal interaction. Take twenty minutes for this feedback.

While the observers are compiling their observations, the members of the discussion group may wish to share their feelings about their participation in the discussion.

b. The Fishbowl with Reversed Roles:

The groups should now change places so that the observers become the discussion group. Repeat the process. The topic for discussion is: I can-

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not be concerned with students until I have resolved my concerns about me as a teacher.

c. The Sharing:

After everyone has participated in both the discussion group and the observation group, choose one or two other students and spend about twenty minutes sharing what you have learned about yourself and what you have learned about others.

VII. POST-ASSESSMENT:

None